



National Certificate of Educational Achievement
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Internal Assessment Resource 2014

Digital Technologies Level 1

This resource supports assessment against:

Achievement Standard 91073 v1

Implement basic procedures to produce a specified digital media outcome

Resource title: An Edited Movie

4 credits

Student Name:

I declare that the material I have submitted for this unit or achievement standard is my own work and that I had no outside help from others in completing it. _____

(student to sign)

Comments:

.....

.....

☐ Not Achieved ☐ Achieved ☐ Merit ☐ Excellence

DEPARTMENT USE ONLY

Internal Moderation Grade: _____ Signed: _____ Date: _____

If your grade differs from the mark given by the teacher, fill in the 'internal moderation' report.



Student Instructions

Introduction

This assessment activity requires you to skilfully and efficiently apply techniques to create an edited movie that incorporates **original** video footage with an **original** audio or graphic file. You will be assessed on:

- The extent to which your movie meets the specifications.
- The manner in which you implement the step-by-step plan and apply techniques and testing procedures to create the movie. Your independence, as well as your accuracy and efficiency, will be taken into account.

This is an individual task. You have **4 weeks** (20 hours) to complete this task. It needs to be submitted by **Friday the 7th of March**. Due to the nature of the task, there will be no re assessment opportunity for this standard.

Task

Using only original footage both moving and still, you are to create a movie that promotes an area of interest for you. Any interviewing of people outside of our class must be done during interval or lunch, with camera bookings so as not to interrupt learning time, and all interviewee's must give written permission for them to feature in your movie. You will not be able to google and use any images. You need to be creative and source your own images/audio/video footage.

It should include:

1. A *Gantt Chart* that plans the key stages of your movie creation including resources.
2. A *Storyboard* to design the scenes your movie.
3. Any *interview questions* you intend to ask written, and recording your own **genuine video footage** of the interview using the video camera.
4. Use the digital camera to generate your own **genuine graphic files**. *Do not use any images you have found on the Internet.*
5. Use *Photoshop* to edit the graphic file as needed.
6. Use *Moviemaker* to create your movie, following your design storyboard. It should meet the specifications on page 4 of this document.
7. Other documentation should include:
 - a. Annotated screen dumps to show any changes to the original storyboard design *i.e. state problem/reason for change.*
 - b. A peer evaluation of your edited movie to ensure design is satisfactory.
8. Submit the following:
 - Your final movie saved as a wmv file onto the teacher's drive.
 - Your documentation – *interview questions; gantt chart; design story board; annotated screen dumps.*
 - Any other evidence that you created as you developed your final outcome.



Minimum Specifications Checklist


The movie has:

| | |
|---|--|
| Original video footage, graphic and/or audio imported in the movie. | |
| Opening credits with the title of your movie. | |
| Six scenes or more within the movie. | |
| A split scene. | |
| A trimmed scene. | |
| Appropriate transitions between all scenes. | |
| Video effects that enhance at least three scenes. | |
| Closing credits with acknowledgements. | |
| Clear, easy to read title and credit font/colour selection. | |
| Appropriate timing used between scene transitions, titles and audio segments. | |
| A run time at least between 4-7 minutes in length. | |
| Been saved as a Windows Media Video (WMV) using best quality for playback. | |

Appendix 1a – Design Storyboard Example:

You can create this in Powerpoint (a slide per scene in your movie) or download a template. It should have a description of the scene e.g. a picture of...; any titles; a video of...; voice over; background sound;

Stan Walker - The Climb.wmv




Tukua-o-punga logo with fade in effect for 10sec

A Cast y...

A Tumanako

A Ranga...

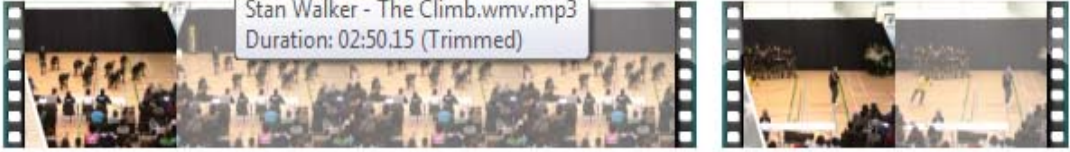
Stan Walker - The Climb.wmv



R...


1 min 30sec of edited hip hop video footage with 3 second transition and no audio in the background.

Stan Walker - The Climb.wmv



Stan Walker - The Climb.wmv.mp3
Duration: 02:50.15 (Trimmed)

Stan Walker - The Climb.wmv



A Successful Le...

A By Mis...

Closing credits, with flying effect and 3 sec fade transition,

Moviemaker Storyboard Template:

| | | | |
|--|--|--|--|
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| | | | |

Appendix 2 – Gantt Chart *Example:*

| Tasks | | Wk 1 | Wk 2 | Wk 3 | Wk 4 | Wk 5 | Wk 6 | Scheduled |
|-----------------------------------|------------------------|------|------|------|------|------|------|-----------|
| Planning | | | | | | | | |
| Storyboard Design | | | | | | | | |
| Original Video Footage | | | | | | | | |
| | Interviewee Selection | | | | | | | |
| | Interview Questions | | | | | | | |
| | Conduct Interview | | | | | | | |
| | Editing | | | | | | | |
| Original Graphic Footage | | | | | | | | |
| | Image selection | | | | | | | |
| | Image editing | | | | | | | |
| Video Editing | | | | | | | | |
| | Tables & Relationships | | | | | | | |
| | Data queries | | | | | | | |
| | Input forms | | | | | | | |
| | Information Reports | | | | | | | |
| Development & Testing: | | | | | | | | |
| | Peer Evaluation | | | | | | | |
| Evaluation | | | | | | | | |
| Documentation | | | | | | | | |
| | Storyboard | | | | | | | |
| | Gantt Chart | | | | | | | |
| | Screen dumps | | | | | | | |

Assessment schedule: Digital Technologies 91073 *An Edited Movie*

| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
|---|---|---|
| <p>The student has implemented basic procedures to produce an edited movie. They have:</p> <ul style="list-style-type: none"> • Applied a set of techniques to produce the movie. <i>E.g.</i> The student has completed a movie that meets the specifications by importing genuine video, audio and/or graphics into Moviemaker, editing and saving as a wmv file. There are a few errors that do not affect the essential functioning, such as the credits not being clearly visible or poor audio/graphic quality. • Used the appropriate features of the Moviemaker to edit and integrate video, audio and/or graphics. <i>E.g.</i> The student has used appropriate trimming, splitting, transitions, effects and titles. • Applied formatting techniques and design elements as appropriate to the media type. <i>E.g.</i> The student has applied transition timing and scene effects that enhance the movie quality with clear title fonts and colours. • Applied data integrity and testing procedures to ensure the outcome meets the specifications. <i>E.g.</i> The student has previewed the movie to ensure that it is functional. Proofread the text to ensure that it is readable and legible. Edited the scenes to ensure accurate meaning and addressed all major issues. Minor inaccuracies not corrected. • Followed legal, ethical, and moral responsibilities as appropriate. <i>E.g.</i> The student has sought permission to use video footage taken of others, in the movie. | <p>The student has skilfully implemented basic procedures to produce an edited movie. They have:</p> <ul style="list-style-type: none"> • Shown accuracy in the application of techniques and testing procedures. <i>E.g.</i> The student has completed a movie that plays as intended, including: <ul style="list-style-type: none"> • All specifications met. • Consistent design of transitions, effects, fonts and colour scheme. • Scenes have been manipulated using multiple features to fit the specified run time length. • Shown independence with regard to decision making in the application of techniques, design elements and testing procedures. <i>E.g.</i> The student required minimal support from the teacher or fellow classmates and made decisions independently, using application support effectively. <p>They may not have always used the optimal tool in the optimal way, but they needed no direct assistance to:</p> <ul style="list-style-type: none"> • Import video, audio and/or graphics • Apply a range of formatting techniques and design elements • Test the movie to ensure that it plays correctly. | <p>The student has efficiently implemented basic procedures to produce an edited movie. They have:</p> <ul style="list-style-type: none"> • Undertaken techniques and procedures in a manner that economises the use of resources in the movie's production and use. <i>E.g.</i> • Exceeded all specifications. • The student created a fully functional movie in a straightforward, deliberate manner, selecting and using the most efficient tools and resources at each stage and not resorting to a trial-and-error approach. • The movie plays as intended, with no errors or design flaws. • The student has used annotated documentation throughout planning, design and implementation. • The transitions, effects and titles enhance meaning and allow the user to enjoy the viewing experience. • Audio and images have been optimised before being imported, selected and edited using a range of tools, and saved. |